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ABSTRACT

As an outgrowth of work to establish collaborative relations and to develop strategies for creating, monitoring, evaluating, and improving community programs, this planning guide has been developed to help Urban League chapters and others plan and implement programs for local needs. The guide is organized into the following nine steps: (1) build core support (the initiation); (2) develop your ideas; (3) build community interest in action; (4) reach consensus in action; (5) develop a blueprint for action; (6) sell the program to the larger community; (7) implement the plan; (8) monitor and evaluate the plan; and (9) determine the effectiveness of the plan for action. Steps 5 through 9 include examples from a prototype plan to reduce the dropout rate for black youth. Included with the text are a sample timeline and sample worksheets that show how to map planning and evaluation strategies and record progress. Appendix A contains questions to stimulate discussion, and Appendix B contains a list of possible community resources and the roles they might play in your plan for action. (SLD)

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A PLANNING GUIDE FOR COMMUNITY ACTION

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PREFACE

In 1987, the UCLA Center for the Study of Evaluation (CSE) and its Center for Research on Evaluation, Standards, and Student Testing (CRESST), in collaboration with the Council of the Great City Schools, the National Urban League Inc., and the National Council of La Raza, convened a conference on **"Making Schools Work for Underachieving Minority Students."** The participants, who were educators, researchers, practitioners, and community leaders from across the country, recognized that the population of underachieving minority students has been accelerating at an alarming pace, bringing with it social, moral, and economic problems of critical dimension. The participants shared the best of what they knew about how to improve educational opportunity for these students, discussed promising practices and next steps for promoting significant improvement, and reviewed the roles that various constituencies must play if existing problems are to be ameliorated or eliminated. A theme that recurred throughout the discussions was that the minority community must, with appropriate support and assistance, play a central, continuing, and uniting role in changing the present status of education for these at-risk students.

The conference led to the establishment of collaborative relationships between CSE/CRESST and the National Urban League and the National Council of La Raza; the purpose of the collaboration was to develop strategies for creating, monitoring, evaluating, and improving community programs.

Shortly thereafter, the National Urban League, represented by Dr. Roger D. Mitchell, expressed a need for a strong organizational guide that could help its chapters plan and implement programs to address local needs. The **Planning Guide for Community Action** was developed to fill that need.

This CSE/CRESST effort benefited enormously from the contributions of a number of education, community, and political leaders. Special thanks go to Congressmen Gus Hawkins and Edward Roybal for their careful review of the document and their helpful suggestions for improvement. Similarly, California State Senator Diane Watson and Assemblywoman Theresa Hughes gave much help by utilizing, in their own districts, the concepts espoused in the document and by providing feedback on the results. Los Angeles Mayor Thomas Bradley endorsed the document with great enthusiasm and offered to assist in its distribution.

CSE/CRESST also acknowledges with gratitude the many persons who assisted in the preparation of the guide. We particularly want to acknowledge the editorial contributions of Rebecca Frazier.

We believe strongly that this document will be of great benefit to groups as they seek to mobilize their communities for effective action in behalf of underachieving minority students.

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Introduction

Improving Opportunities for Underachieving Minority Students: A Planning Guide for Community Action presents a set of guidelines that can be used by an individual, or a group of individuals, to develop a coalition dedicated to improving the education of minority students who are considered to be at risk. The *Planning Guide* springs from the conviction that the entire community must be actively involved if positive changes are to be introduced into the schools. The *Planning Guide* offers step-by-step assistance for the development and implementation of strategies that you can use to mobilize the members of your community.

The *Planning Guide* is broad in potential. It can be used by groups of various sizes and groups with varying intents and organizational capabilities. It can be used in training sessions, as a library reference, and as a resource document in central offices. Included in the *Planning Guide* are suggestions and recommendations from those who proposed its development and those who will use it.

These guidelines ask and answer the following questions:

1) How do I begin? What do I do first?

2) How do I determine precisely what the problems are and which ones demand immediate attention? How do I determine what resources are available in the community?

3) How do I build community interest in dialogue and action? How do I develop a coalition?

4) How do I reach consensus on the actions needed?

5) Why is a planning document necessary? What are the salient parts of such a document?

6) How do I sell the program to the entire community?

7) How should the plan be implemented? What general procedures should be followed?

8) Why is it necessary to monitor and evaluate the program? What criteria should be used for its evaluation?

9) How do I determine whether the program was effective?

The *Planning Guide* is presented in nine steps; each addresses one of the questions listed above:

Step I. **The Initiation: Build Core Support.** Build a strong foundation for your mobilization efforts.

Step II. **Develop your Ideas.** Enlarge your coalition and explore possible strategies for action.

Step III. **Build Community Interest in Action.** Contact community organizations and influential individuals.

Step IV. **Reach Consensus on Action**. Convene your first meeting, discuss your options, and agree on a basic plan for action.

Step V. **Develop a Blueprint for Action**. Work out the details of your plan.

Step VI. **Sell the Program to the Larger Community**. Publicize your plan and broaden the base of support for action.

Step VII. **Implement the Plan**. Kick off your plan for action and work at maintaining interest in your efforts.

Step VIII. **Monitor and Evaluate the Program**. Identify the strengths and weaknesses of your plan and determine the degree of its impact on the school and the community.

Step IX. **Determine the Effectiveness of your Plan for Action.** Review your implementation process.

Steps V through IX include examples from a prototype plan for action. In this prototype, the goal is to improve the dropout rate of Black youth. These examples are italicized.

Included with the text are a sample timeline and sample worksheets that will show you how to map planning and evaluation strategies and record progress. The appendices offer additional information that may be helpful as you form your coalition and develop your plan. Appendix A contains questions that you can use to stimulate discussion in community meetings; Appendix B contains a list of possible community resources and the roles they might play in your plan for action.

Step I. The Initiation: Build Core Support

The community and its youth face innumerable problems. The search for solutions can be helped by the development of a strong and influential core of concerned individuals who share a vision of what needs to be done and who are willing to help do it. During this first step, you will develop your initial core of support; this group will assure a strong foundation for your mobilization efforts.

A. Determine in your own mind why problems exist and what should be done to eliminate them.

B. Identify individuals representing key constituencies who are likely to share your concerns and have strong interpersonal skills. Consider involving:

1. Persons well known in the targeted area.
2. Persons with long-standing connections within the community (preferably persons who are knowledgeable about the demographics, both present and past).
3. Persons who are oriented to conceptualization and/or action.
4. Persons with a variety of talents and resources and a record for perseverance in addressing community problems.
5. Persons with organization identification.
6. Persons who are on the receiving end of the problem.
7. Youth leaders.
8. School personnel.
9. People in the business community.
10. Church leaders, ministers, directors of religious education.
11. Parents.

C. Contact members of these key constituencies and enlist their support; they will form your core leadership group.

D. Determine their perceptions of the problem, the resources they have to help solve the problem, their preferences for action, and the role they want and are willing to play in the process.

E. Hold a first meeting with this core support group. Discuss mobilization options and individual and team responsibilities. Agree on a basic mobilization strategy.

F. Begin a record that lists the people you have contacted, their perceptions of the problems, and their suggestions for action.

Step II. Develop your Ideas

Enlarge your coalition. Include people from the broader community. Think! Talk! Listen! Ask questions. Discuss the obstacles faced by the community. Be candid. What are all the things you must know to arrive at effective solutions?

A. Who has important information and should be contacted by you and/or the members of your core support team?

1. Parents.
2. Community members.
3. Social service providers.
4. Religious and civic leaders.
5. School and college personnel.
6. Business people.

B. Ask these people specific questions that deal with the nature of the problems in the community and how to solve them—the what, why, when, and how questions. (Refer to Appendix A for examples.)

1. Determine what has already been done to address problems; avoid strategies that may not have met with success in the past.

   a. Inquire of agency personnel who may have records about the extent of the problem and strategies attempted in past years.

   b. Talk to people who live in other cities or states where similar problems have surfaced.

2. Make an initial assessment of available resources: What resources are available now and where are they? What resources may be available later and how will you obtain them for your effort? Use the following list as a ready reference. (Refer to Appendix B for a longer list of possible resources and how they might be used.)

Whom to contact	What they might offer
Public schools	Monetary donations
Colleges and universities	Equipment donations
Health agencies	Space for meetings
Local organizations	Counseling services
State and national organizations	Tutoring services
Corporations	Job opportunities
Teachers	Volunteer programs
Parents	Recognition programs
Medical professionals	Field trips and special events
Community leaders	Heath care programs

3. Ask individuals and groups what they are willing to do to help.

   a. Make the appeal personal.

   b. Find out what they are willing to contribute (time, money, space, other resources).

   c. Find out when they will be available to help and for how long.

4. Discuss possible action strategies.

   a. What is the number one problem in the community?

   b. What must be done first in the effort to eliminate the problem?

   c. What is the most appropriate way of selling your efforts to the larger community?

Step III. Build Community Interest in Action

A. Build community interest through contact with organizations and influential individuals. Offer to present your ideas at meetings of community groups. Contacts can be made with:

   1. Churches and community leaders.

   2. Professional organizations, including sororities, fraternities, and social groups.

   3. School systems.

   4. Corporations.

   5. Local businesses.

   6. Elected officials at local, state, and federal levels, including school board members, supervisors, senators, and assemblypersons.

   7. Community leaders and other individuals.

B. Develop contacts with the media. Direct and sustained use of media is important for the success of your plan for action.

Step IV. Reach Consensus on Action

Convene your first general meeting. During this meeting you will shape the interests of those attending into a strong plan for community action. Rather than attempting to address the steps described below in one meeting, you may decide to hold a series of meetings.

A. Invite the people you have contacted, including the persons involved in previous meetings and discussion groups.

B. Designate a chair—either yourself, a recognized leader in the community, or someone elected by the group. Also designate a secretary to record the proceedings of the meeting.

C. Make getting acquainted a part of the process.

1. Allow time for personal introductions and brief comments.

2. Make each person feel wanted and accepted, particularly newcomers to the group.

3. If agencies are represented, provide an overview of their mission within the community.

D. Hold a general discussion on what the group perceives as being the most pressing of the community's problems and why.

1. Ask questions, encourage dialogue, listen. Take notes; record the observations of the participants.

2. Promote a sense of urgency.

3. When research is available and appropriate, bring it to the attention of the group.

4. The discussion might include:

a. Input from local residents on urgent problems they are experiencing.

For example: a declining availability of jobs, the presence of troublesome youth on the street, major department stores leaving the area or offering second rate goods, declining property values.

b. Unfavorable reports from and about the schools.

For example: an increase in absences reported, an escalation of the drop-out rate, an inordinate number of requests for transfer to another school from teachers, administrators, and students.

c. A review of statistics that demonstrate the magnitude of the problem in the community.

d. Testimonials that stress the need for urgent action and the results of inaction.

e. An analysis of resources available now that may be withdrawn if no recognition of the problem is acknowledged and no action is taken.

E. Reach agreement on the problem(s) that should be addressed first.

1. The chair should summarize the discussion that has taken place.

a. Highlight the problems that were identified by the group as needing the most urgent action.

b. If the group discussion did not produce clear agreement, present a set of options that covers all of the issues raised.

2. When more than one problem has been identified, determine the order in which problems should be addressed.

a. Where several alternatives are possible, consider having the group vote.

b. Present your final statement of priorities as a clear, step-by-step list.

3. Have the group approve the final statement of priorities by vote. Be sure you have a consensus.

F. Discuss the kinds of feasible, visible, and effective actions that would help eliminate the problems identified. Reach agreement on the actions that should be taken. (Use the steps outlined above.)

G. Agree on a preliminary action strategy.

1. Agree on responsibilities for developing a blueprint for action—a complete and comprehensive plan for community action.

2. Determine the resources that are readily available; discuss methods of obtaining additional resources when they are needed. (Refer to Appendix B for a list of possible resources and how they might be used.)

3. Ask for volunteers and solicit nominations of individuals who might be willing and able to plan and accomplish the kinds of actions identified.

Step V. Develop a Blueprint for Action

The blueprint for action is a map, a guide, an outline that clearly delineates where you are going, how you propose to get there, and what you hope to accomplish. It should include:

1. Mission Statement: A reason for the actions to be taken.
2. Statement of Goals and Objective: A description of what you plan to accomplish and how it will be accomplished.
3. Description of Essential Tasks: A list of the essential tasks that will support the achievement of your objectives.
4. Timeline: A schedule for accomplishing your essential tasks.
5. Evaluation Plan: A plan that will allow you to monitor your program and determine whether you are reaching your goals.

A. Formulate a mission statement. A mission statement provides the rationale for action. An appropriate mission statement might be:

Current research reveals a Black dropout rate almost double that of Whites and a corresponding and serious lag in achievement and postschool success for Black youth. Many reasons have been given for the high dropout rates among these students, including the quality of schools, prevailing poverty, a lack of family support for schooling, an insufficiency of positive role models, the lure of negative models, and low self-esteem and achievement. Although the reasons remain hotly debated, one thing is clear: Underachieving Black youth are overrepresented in the student population. Unless successful intervention is applied immediately, we will, in the very near future, be faced with a large underclass in a dual society.

This large and distinct underclass will pose moral, social, and economic problems of serious dimensions for our society when, for example, it is found that only a few can compete successfully in a world job market requiring highly developed skills. Political, racial, and social consequences could abound.

We are committed to immediate and sustained action to alter this situation. We propose to:

- *Mobilize communities for action by helping them discover, understand, and solve the root causes of the problem.*
- *Work with schools and school boards to promote, support, and encourage the improvement of local schools.*
- *Involve corporations and businesses in making contributions that could make a difference.*
- *Involve members of the community's social agencies in supporting and formulating programs that will help alter the current dismal course.*

- *Advise local, state, and federal politicians of the seriousness of the educational situation and seek their support in providing needed resources.*

B. Formulate your major goals and objectives. In addressing the issue of goals and objectives you clarify your intentions for the program. Major goals state what you want the plan of action to accomplish. Objectives explain the steps you will take to achieve your goals. An appropriate statement of goals and objectives might be:

Our goals are to:

- *Assure that all students discover and reach their potential for learning.*
- *Curtail the drop-out rate.*
- *Involve schools and social agencies in developing programs that heighten student self-esteem.*
- *Improve community health practices.*
- *Improve the atmosphere of the schools.*
- *Assure well-prepared, sensitive teachers and administrators representing (whenever possible) multicultural backgrounds.*
- *Provide a more relevant curriculum for students that will prepare them for vocational and/or collegiate success.*

An appropriate statement of objectives might include:

- *Related to the goal of providing a more relevant curriculum, we will work with schools, community agencies, and others to:*

  (1) Discontinue the practice of student tracking.

  (2) Update the school facilities by installing modern laboratory equipment and current vocational technology.

  (3) Improve the quality of available instructional materials, including texts that are current and appropriate to the reading levels and interests of students, and increase student access to computers and other instructional technology.

  (4) Plan and implement incentive and support systems to increase the number of students that enroll in college preparatory classes.

  (5) Articulate clear, school-wide curriculum standards and institute systematic planning processes to identify and improve areas of curricular deficiency.

  (6) Decrease the number of classes taught by teachers outside their major or minor disciplines.

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(7) *Increase the number and quality of counseling opportunities that are routinely provided to students.*

(8) *Inform parents about college preparatory course requirements and routinely involve them in the counseling process.*

- *Related to the goal of assuring the employment of highly qualified teachers and administrators who represent multicultural perspectives (acknowledging fiscal and other constraints), we will discuss the problem with school district personnel and encourage them to:*

(1) *Develop incentive systems to attract and retain highly qualified candidates.*

(2) *Evaluate and change conditions that discourage teacher recruitment and retention.*

(3) *Assign qualified mentor teachers for beginning teachers.*

(4) *Institute school-wide staff development programs targeting areas of identified need and including strategies for teaching the subject population.*

(5) *Recruit and install highly qualified administrators who are strong instructional leaders.*

(6) *Institute a systematic plan of classroom observation, evaluation, and training opportunities to support teacher improvement*

C. Describe essential tasks. These tasks are the specific steps you will take to meet each of your established objectives. They must receive early consideration.

1. Establish an organizational structure for accomplishing your key tasks. Depending on the number and complexity of objectives to be attempted and the complexity of the total plan, the structure might include:

a. Functional tasks that serve the total effort.

For example: fund raising, making outside contacts, publicity.

b. Tasks defined by the established objectives.

For example: programs to assure positive role models in schools, after-school community tutorial programs.

2. Discuss and clearly specify the steps that need to be completed for each task. Also list the expected time schedule for each step and each task.

3. Assign responsibilities for each task. Try to actively involve as many people as possible through committees, subcommittees, and other assignments.

   a. Elect or appoint a person to coordinate the work of all committees.

   b. Select a chair for each committee. This person will be responsible for overseeing and reporting the committee's activities.

   c. Make provisions for the establishment of ad hoc committees to accomplish tasks as needed on an emergency basis.

   d. Record task specifications and responsibilities and make the record available to the entire group.

4. Determine the financial resources that are available and discuss methods of obtaining additional resources if they are needed. (Refer to Appendix B for a list of possible resources and how they might be used.)

5. Find suitable meeting places close to where most participants live.

D. Establish a clear and comprehensive timeline that shows what tasks (and the steps within them) are to be accomplished, by whom, and when. Be very specific and realistic about what you are trying to accomplish. (See Sample Timeline on next page.)

E. Develop an evaluation plan. Evaluation is a critical and continual part of the program development process. It is an important tool for analyzing the strengths and weaknesses of your action strategies, for assessing your program's effectiveness in accomplishing its objectives, and for stimulating improvement. A commitment to evaluation demonstrates your commitment to action and to being judged by the impact of your actions; it builds credibility and encourages sustained interest and support by the community, the schools, and potential funders.

   1. Who should assist in monitoring and evaluating the program?

      a. An individual(s) with suitable background, one who:

         (1) Has adequate training.

         (2) Has good interpersonal skills.

         (3) Is task and people oriented.

         (4) Is knowledgeable about the community.

      b. Potential sources of help:

         (1) Community-based agencies.

         (2) Local colleges or universities.

Sample Timeline

Task	Person In Charge	Begin Date	End Date	13-Month Overview June-June, 1989-90
1. *Kickoff meeting 9-15-89. Make arrangements and start community awareness campaign.*				J J A S O N D J F M A M J
Set 6-15-89 strategy meeting with community leaders	*Smith*	*6-1-89*	*by 6-10-89*	
Strategy meeting. Choose possible meeting sites & speakers. Set budget, draft agenda	*Smith, Community leaders*	*6-15-89*	*N/A*	x
Reserve meeting site	*Atar*	*6-16-89*	*by 7-1-89*	
Get agreement from speakers	*Smith*	*6-16-89*	*by 7-1-89*	
Reserve PA system if needed	*Atar*	*6-16-89*	*by 8-1-89*	
Begin fund raising efforts	*Atar*	*7-1-89*	*9-1-89 if possible*	
Set up telephone tree	*Ellworth*	*8-1-89*	*8-22-89*	
Begin issuing weekly news releases and community calendar notices	*Jones*	*8-15-89*	*9-14-89*	
Begin calling campaign	*Ellworth committee*	*8-22-89*	*9-14-89*	
Confirm arrangements for meeting, including site, PA. Remind speakers	*Smith*	*9-1-89*	*by 9-7-89*	
Kickoff meeting		*9-15-89*	*N/A*	x
Issue follow-up news releases	*Jones*	*9-22-89*	*N/A*	x

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(a) Schools of education, management, sociology, etc.

(b) Community outreach offices.

(c) Graduate students in search of field experience, internships, or thesis topics.

2. The plan should include:

a. A description of the program's goals.

b. A description of each objective and the schedule of tasks that are intended to accomplish the objective.

c. A description of how you will monitor whether these objectives and tasks are proceeding according to schedule and with degree of effectiveness.

d. Provision for frequent interaction and dialogue among those who will plan, implement, and evaluate the program.

e. A schedule of meetings to report evaluation findings, to consider their implications, and to discuss how the program might be strengthened.

f. An indication of when written reports will be issued and for whom they will be written.

g. An estimate of the funds needed to implement the evaluation plan.

Step VI. Sell the Program to the Larger Community

Use as many outlets as you can to publicize your plan for action. Familiarity will promote community understanding and support for your efforts.

A. Establish a kickoff date. After you have completed all preparation for your plan for community mobilization, determine a starting date. Set this date with care. Make sure you have all necessary support and endorsement from the community before you seek wider recognition. In order to avoid controversy, you initially may want to take a low-key approach, which will allow momentum to build. A quiet start also may permit an opportunity to show your success before going completely public.

1. Make sure the date chosen does not conflict with established community events, such as those occurring on religious and patriotic holidays like Cinco De Mayo and Martin Luther King Jr.'s birthday.

2. If you plan to hold a kickoff meeting, secure a meeting site that is in a central location.

3. Arrange for the endorsement (and personal appearance, if you are holding a kickoff meeting) of a variety of well-known persons:

   a. A show business personality.

   b. A prominent member of a corporation or foundation.

   c. A parent or community member with a strong following and a record of continuous and positive involvement in the resolution of community problems.

   d. A prominent person in sports.

   e. An outstanding youth.

   f. A superintendent of schools or other school personnel.

4. Widely publicize your kickoff date. If you are holding a kickoff meeting also publicize its time, location, and anticipated length.

   a. Emphasize again and again the reason for the meeting, the problems to be explored, and the urgency for action.

B. Build a strong, documented case for need and for the probable success of the program.

1. Continue to solicit resources and generate support for the program.

2. Use the following checklist as a ready reference of ways to communicate with the community.

Print Media

__ Media releases
__ Letters to editors
__ Newsletters
__ News articles
__ Flyers
__ Advertisements

Electronic Communications

__ Radio and television public service announcements
__ Radio and television documentaries
__ Electronic bulletin boards
__ Soap operas (written, produced and performed by students or community members)
__ Tele- and video-conferences
__ Telephone conversations

Promotional Materials

___ Advertisements
___ Billboards
___ Bumper stickers
___ Buttons
___ Balloons
___ Posters
___ T-shirts
___ Certificates

Face-to-Face Communications

___ Speeches
___ Canvassing
___ Debates
___ Forums, seminars
___ Public hearings
___ Meetings
___ Neighborhood gatherings
___ Coffee klatches

Step VII. Implement the Plan

After the blueprint for action is developed and promotional efforts have begun, implement your program activities.

A. Use sound techniques to assure the continuing interest and commitment of key players.

1. Hold periodic meetings to maintain goal emphasis and interest. Review the mission statement: The goals and objectives define what you plan to do; the tasks specify how and when you plan to accomplish your goals and objectives. To maintain interest you can:

a. Review established goals at each meeting.

b. Consider targeting one goal for special attention at each meeting. Report progress or lack of progress on that particular goal.

c. Restructure procedures when needed in order to continue goal progress.

d. Review the status of your resources. Discuss those that are still needed, those that are available, and ways to bridge any gaps.

e. Suggest contacts that can be made both within and without the community for assistance.

f. Review time frames. Are you accomplishing what you planned within the timeline that was established?

g. Include parents and community members in your meetings.

2. Report strategies being used and the results achieved.

a. Encourage and assist each chairperson to develop procedures and strategies that can be used to accomplish his assignment.

b. Share results verbally and in writing with all members.

c. At each meeting highlight some strategies that are meeting marked success.

d. Take time to evaluate, improve, or discard strategies that appear redundant or are meeting with marginal success.

3. Recognize leaders.

a. Provide WINNER buttons for those whose work and effort for the quarter have been noteworthy.

b. Feature participants and their success strategies in monthly newsletters.

c. Recognize persons who offer accepted innovative ideas.

d. With the assistance of parents, interested corporations, and the broader community, plan a recognition ceremony at the end of each year.

B. Maintain action focus.

1. At every meeting, publicize actions taken, who directs or participates in them, and the results obtained.

2. Indicate resources that have been made available and how they have been used.

3. Sustain the broad involvement of participants.

4. Establish a telephone tree to maintain continuity of effort and to communicate any need for assistance between meetings.

5. Develop an accomplishment calendar that records the impact of efforts.

For example: The calendar notes that on May 31 the drop-out rate had decreased by 10% percent and that on February 1 transfer requests by teachers and administrators had decreased by 30%.

C. Assure the program's visibility by using a variety of media to continually publicize the successful work of the group.

Step VIII. Evaluate and Improve your Program

The evaluation plan presented in your blueprint for action will provide the basis for the evaluation of your program. The sample worksheets in this section will help you set up a framework for assessing program planning and implementation.

A. Identify the program objectives you plan to evaluate.

1. Review your blueprint for action.

2. List the major objectives of your program.

For example:

Students will have better attendance records.

Academic achievement will show improvement.

Dropout rates will have decreased.

Parents will be more involved with their children's education

The community will be more satisfied with schools.

B. Identify tasks that will be especially monitored. (See Sample Worksheet 1 on page 18.)

1. For each objective, list the tasks that will be undertaken to accomplish the objective. Also list the persons responsible for each task, and when the task will be completed.

2. Decide which of these tasks need special evaluation attention. These are the tasks that are:

   a. Most essential to program success.

   b. Most complex and/or difficult to accomplish.

   c. Most costly and/or resource intensive.

   d. Controversial.

   e. Related to more than one program objective.

C. Decide how you will ascertain the amount of progress made toward each of your objectives. (See Sample Worksheet 2 on page 20.)

1. For each objective, list the indicators (the specific objective evidence) that you will use to assess whether the program is having its intended effect.

   a. Think about what you expect to be different.

   b. Specify the changes you expect to observe as a result of your program.

      For example:

      An improvement in student achievement.

      Higher attendance rates.

      More students prepared for and going to college.

      A cleaner, more orderly school campus.

2. Determine sources for the information you need.

   a. Consider existing banks of student information.

      (1) Test scores.

      (2) Attendance rates.

      (3) Grades.

      (4) Incidence of vandalism.

Sample Worksheet 1

Task Identification for Each Objective

Objective #1: *Improve student attendance rate*

Planned Tasks	Person(s) Responsible	Implementation Date	Expected Completion Date	Needs Special Evaluation Attention?
1. *Meeting with student body leaders and parents to solicit input*	*Program director Chamber of Commerce president Principals*	*September, 1989*	*N/A*	√
2. *Community campaign to encourage parents to make sure children go to school*	*Local newspaper editor All school personnel*	*August 12, 1989*	*October 31, 1989*	√
3. *Home-calling program for absent students*	*Principals Teachers*	*September 10, 1989*	*On-going thereafter*	√
4. *Develop incentives, rewards for students with high attendance rates and those with greatly improved rates*	*Chamber of Commerce president Community agencies*		*June 15, 1990*	√
5. *Develop well-defined rules and sanctions, with concurrence by students, parents, teachers and administrators, for dealing with absences*	*School vice principals School attendance personnel*	*January 14, 1990*	*March 1, 1990*	
6. *Program of speakers and assemblies to reinforce the importance of school*	*PTA president Program director*	*October*	*May*	√
7. *Joint program with welfare department to identify and follow up on students with excessive absences*	*Head counselors Attendance supervisors Parents*	*January*	*On-going thereafter*	

(5) Suspensions.

(6) Number of students taking the SAT.

(7) Juvenile justice records.

(8) Other community records.

b. Consider asking people who are in a position to know whether changes have actually occurred.

(1) Parents.

(2) Students.

(3) Teachers.

(4) Community members.

(5) Local businessmen.

3. Determine how you will gather the information. Consider a variety of methods. You can:

a. Administer questionnaires to parents, community members, students, teachers. These can be mailed, distributed at meetings, or placed in faculty mailboxes.

b. Conduct interviews (face to face or by phone) with members of appropriate respondent groups.

c. Give tests, attitude measures, or other inventories to students or others.

d. Access the records of social agencies and public departments; such records might include criminal and housing records.

4. Determine what standard will you use to judge success. You can:

a. Look for change over time. To apply this standard, you need to know where you stand on each objective at the start of the program, and you must repeat your assessment periodically.

For example: Are students' achievement test scores appreciably better than they were before our efforts started? Are parents more satisfied and comfortable with local schools than they were?

b. Look for improvement relative to some comparison group. To apply this standard, you need to decide on an appropriate comparison group. With whom do you want to make comparisons?

For example: Are our students achieving at the same level as students in other similar communities? At the same level as students in more advantaged communities?

Sample Worksheet 2

Plan for Assessing Progress on Objectives and Expected Outcomes

Objective	Evidence of Progress	Source of Information	Standard of Success	When to Collect Information
More positive student attitude toward themselves and toward school	*Attendance rates* *Attitude measure*	*School records* *Student survey*	*Improvement* *Improvement*	*June each year* *May each year*
Better student attendance	*Attendance rates*	*School records by 40%*	*Improvement each year*	*February & June*
Increased enrollment in college preparatory classes	*Proportion of students enrolled in college*	*School records*	*60% enrolled*	*October & February*
Proportion of students passing these classes	*School records*	*80% passing*	*June*	
Students' grades in college prep classes	*School records*	*Improvement*	*June*	
Proportion of graduating seniors eligible for state college system	*School records*	*40% eligible*	*June*	
Proportion of students planning to go to college	*Student survey*	*Improvement by 45%*	*May*	
Proportion of students who successfully complete their first year of college	*Graduate follow-up survey*	*Improvement by 50%*		

c. Look for achievement of an absolute standard. To apply this, you must decide on the standard of success you will use. What are reasonable expectations?

For example: At least half our students will be enrolled in college preparatory courses. All teachers will be teaching only in the areas of their college major or minor.

5. Decide when information should be collected. Your options are:

   a. Prior to or at the beginning of your efforts.

   b. At points when it is reasonable to expect some progress, perhaps after you have fine-tuned and implemented key actions.

   c. At the planned completion of the program.

6. Record your plans in a preliminary assessment design.

C. Decide how you will determine if tasks were implemented as planned. (See Sample Worksheet 3 on page 22.)

1. Have those responsible for the completion of tasks or implementation of activities report their progress according to the established timeline.

   a. Indicate whether the task was accomplished or the activity implemented according to schedule.

   b. Indicate strategies or actions that were particularly successful and the perceived reasons for these successes.

   c. Where discrepancies between plans and accomplishments occur, have those reporting indicate the problems that occurred and any implications for future planning.

2. Plan a more detailed analysis for the tasks and activities designated for special attention. Determine their effectiveness and whether they were accomplished in a way that is likely to contribute to program success.

   a. Questions that might be posed about these tasks or activities are:

      (1) Did those who were expected to participate actually participate?

      (2) Was there a coherent and logical flow of activities leading to action? Were they well planned and organized? Were there any "missing links" in the chain of action?

      (3) How satisfied were participants with their participation? Did they view it as relevant to their needs and interests? Important? Interesting and motivating?

Sample Worksheet 3

Preliminary Plans for Assessing Quality of Action

Objective: *Improve student attendance rate*

Key Tasks and Their Components	Issues to be Addressed	Source of Information	When to Collect Information	Comments
Meeting with students and parents	*Did it occur?* *What suggestions were made?*	*Task leader report*	*September 30*	
Community campaign to encourage parents to make sure their children go to school	*Were community meetings held?* *What media were used?*	*Task leader report*	*November 15*	
	Were parents made aware of the campaign?	*Parent interviews*	*November*	
	Which media were most effective? *Did parents respond?*	*Student surveys*	*September & December*	
	Has attendance rate increased?	*Student absence rates*	*October-December (this year and last)*	
Home calling program	*Has it been instituted?* *Are all teachers participating?*	*Task leader report*	*January*	
	How do teachers feel about the program?	*Teacher interviews*	*May*	
	How are parents responding?	*Parent interviews*	*May*	
	How are students responding?	*Student interviews*	*May*	
Incentives/Rewards	*Have sponsors been found?* *Have reasonable incentives been identified and secured?* *What criteria will students need to meet?* *Has a recognition ceremony been planned?*	*Task director report*	*September* *October* • • •	
	How did students respond? *Were they aware of the program?* *Were they attracted by the incentives?*	*Student survey*	*June* • •	

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(4) Did the activity/action accomplish what planners intended? Did participants leave the activity/action with the specific knowledge, skills, attitudes, or other dispositions to better accomplish program objectives?

(5) What could be done to improve the effectiveness of the action?

b. Determine sources that can provide the information you need to answer these questions. You can:

(1) Solicit the opinions of participants through questionnaires, interviews, or focus groups. Include organizers, parents, community members, students, and/or relevant others.

(2) Observe activities.

(3) Consult logs and records kept during program implementation.

For example: attendance records of parent education meetings, logs of job referrals.

D. Review the aspects of the program that you plan to evaluate. Decide on a reasonable number of collection tools and plan a feasible schedule for data collection.

1. Review your collection tools, the issues to be addressed by each tool, and the times at which each is to be used. (Review Sample Worksheets 2 and 3.)

2. Look for common sources for information.

3. Look for similar times planned for data collection.

4. Consolidate your plans and finalize your evaluation schedule. Where tools need to be created, designate a planned time for development, review, and refinement. (See Sample Worksheet 4 on page 24.)

E. Collect information according to your schedule. Summarize your findings.

1. Consider summarizing information in terms of mean scores.

For example, summarize in terms of: how the average student performed, how the average parent felt, the teaching experience of the average teacher.

2. Consider summarizing information in terms of the proportions or percentages of participants responding in particular ways.

For example, summarize in terms of: the percentage of students who are absent more than 20 days, who regularly complete an hour of homework each day, who are enrolled in college preparatory classes, the proportion of parents who expect their children to attend college.

Sample Worksheet 4

Consolidated Evaluation Plans

Issues to be Assessed	Source of Information/Tool	When to Develop, Review and Revise Tool	When to Collect Information
Task progress	*Task leader survey*	*Develop standard format June-September*	*Monthly*
Are student test scores improving? *Are absence rates improving?* *Are grades improving?* *Are suspensions decreasing?* *Is the dropout rate decreasing?*	*School records*	*Develop data collection form June-August*	*September for last year's figures, then each June thereafter*
Quality & cleanliness of facilities *Evidence of pride in school* *Quality of student interactions*	*Observation*	*Develop observation form June-September* *Train observers in September*	*September & May*
Is there a change in parents': *Satisfaction with school?* *Expectations for their children?* *Reaction to home calling?* *Frequency of helping children with homework?*	*Parent questionnaire*	*June for Fall survey* *November for Spring survey*	*September & June*
Are parents satisfied with parent education sessions?	*Parent questionnaire*	*Continual review*	*After each session*
Are teachers: *Satisfied with home calling program?* *Satisfied with inservice program?* *Interested in specific professional development topics?* *Satisfied with school?*	*Teacher survey*	*Develop in June for September* *Develop in November for June*	*September & June*
Are there changes in students': *Attitudes toward school* *Educational aspirations* *Job aspirations* *Reaction to incentive program (June survey only)*	*Student questionnaire*	*June*	*September & June*

F. Schedule meetings to report evaluation findings, to consider their implications, and to discuss how the program could be strengthened.

1. Hold meetings at regular intervals to discuss progress.

2. Schedule a time to consider preliminary and final findings from more in-depth data collection activities.

   a. Are actions proceeding according to schedule? (See Sample Worksheet 5 on page 26.)

   b. Do actions and activities appear to be well implemented? Is the implementation successful?

   c. What are the strengths and weaknesses of the action as enacted?

   d. Are you seeing reasonable progress toward your objectives? (See Sample Worksheet 6 on page 27.)

3. When findings are not satisfactory, review your strategies.

   a. How can you strengthen your program? How can you improve your effectiveness?

      (1) Add additional activities?

      (2) Modify or restructure existing activities?

      (3) Discontinue particular strategies?

      (4) Leverage additional support?

   b. Keep the discussions upbeat and focused on improvement.

G. Prepare periodic written summaries of results for potential funders, media, community reports, etc.

Sample Worksheet 5
Record of Accomplishment

Action Plans	When Implemented	When Completed	Comments
Meeting with students and parents	*9/15/88*	*N/A*	*Several parents willing to contribute time*
Installation of home calling program	*10/15/88*	*11/1/88*	*Too many parents not home Need more follow-up*
Community campaign to encourage parents to make sure their children go to school			
Parents are commited to the program and are actively participating			
Incentive programs			

Sample Worksheet 6
Record of Achievement

Date:

Goals	Improved	Not Yet	Comments
Student attendance rate	x		*20% improvement*
Fewer suspensions	x		*50% improvement*
Lower dropout rate		x	*We still are not reaching those involved in gangs*
Adequately prepared teachers	x		*1 new science teacher* *1 new algebra teacher* *Teachers are making courses more relevant* *More progress needed*
Tracking discontinued		x	*Counselors and teachers need more convincing*
Better student attitudes		x	*Need to rethink our action strategy*
More students being prepared for college	x		*More students are enrolled in college prep classes* *Some having problems in these classes* *How can we provide tutors?*
Parents more active in their children's schooling	x		

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Step IX. Determine the Effectiveness of your Plan for Action

You have developed a plan to mobilize your community for responsive action to a recognized and escalating problem. As the plan proceeds, you should think about its implementation and determine the adequacy of your efforts and the quality of your results. Use the checklist below to determine the effectiveness of your plan for action.

Building Community Support

Yes	No	
____	____	Did we develop an initial coalition of community people to discuss the problems and offer suggestions?
____	____	Did we include persons well known in the targeted area?
____	____	Did we include youth, parents, school personnel, church leaders, organizational leaders and members of corporations?
____	____	Did we include other members of the community?
____	____	Did we permit the group to talk and ask questions? Was a better understanding the root causes of the problem developed?
____	____	Did we listen to the concerns of all participants?

Were people stimulated to action and willing to commit resources? If so, why?

_____

_____

_____

_____

_____

If not, why? What else could we do to obtain their commitment?

_____

_____

_____

_____

Securing Necessary Resources

Yes	No	
___	___	Were schools contacted and specific commitments secured?
___	___	Were local colleges and universities contacted and specific commitments secured?
___	___	Were teachers contacted and specific commitments secured?
___	___	Were parents contacted and specific commitments secured?
___	___	Were social service agencies approached for specific resources?
___	___	Were corporations and local businesses approached for specific resources?
___	___	Were community leaders approached for specific commitments?
___	___	Were others contacted?
___	___	Were letters of agreement written to each contributor detailing their specific commitments?

If not all anticipated contributors were willing or able to make commitments, who else might be approached for similar help?

_____

_____

_____

What follow-up should be planned to make sure that commitments are fully honored?

_____

_____

_____

_____

Reaching Consensus on Action

Yes	No	
____	____	Did the group determine the most critical problems?
____	____	Was there consensus as to which problems should be addressed first?
____	____	Was there consensus on what action(s) should be taken?
____	____	Did all participants feel included in the process?

Did any problems surface during the consensus reaching process? Did any participants feel that their views were ignored? Were there any individuals who felt excluded? How can we alleviate these problems, if any?

_____

_____

_____

_____

Developing a Blueprint for Action

Yes	No	
____	____	Was a blueprint developed?
____	____	Was the mission statement clear enough to give urgency to the effort?
____	____	Were goals and objectives clearly stated and understood by all?
____	____	Were sensible tasks identified to reach the objectives?
____	____	Were qualified leaders chosen to direct each task?
____	____	Were key resources identified?
____	____	Was an evaluation plan included?
____	____	Was a kickoff date determined and appropriately advertised?

What are the strengths and weaknesses of the blueprint? How could the latter be strengthened? Are there particular parts of the plan that will need to be more carefully monitored?

Selling the Program to the Community

Yes	No	
___	___	Did we make use of the mass media?
___	___	Did we make use of promotional materials?
___	___	Were electronic communications fully utilized?
___	___	Were there provisions for a variety of face-to-face communications?
___	___	Is the community fully aware of our program and willing to lend support?

Is there sufficient interest in the community to support our intended actions? If not, what new approaches can we try? How might we change our program to better meet their perceived needs?

Implementing the Plan for Action

Yes	No	
____	____	Was a kickoff date planned and publicized?
____	____	Have we implemented each of the planned tasks according to schedule?

If not, have we made suitable changes in planning and/or management to alleviate any problems?

_____

_____

_____

_____

Yes	No	
____	____	Has each of our planned actions been well received?

If not, what have we learned that could be useful for future actions?

_____

_____

_____

_____

Yes	No	
____	____	Have we made prudent use of available resources?
____	____	Are we making observable progress toward our goals?

If not, what changes, if any, do we need to make?

_____

_____

_____

_____

Yes	No	
___	___	Are we systematically evaluating the process and outcomes of our efforts so that we have confidence in our answers above?
___	___	Are we meeting and communicating regularly with those involved to share progress?
___	___	Have we widely shared our successes with the community?
___	___	Have we adequately recognized those who have contributed to our success?

Learning from Experience

What lessons have we learned that could help us be more successful next time? What parts of the process worked well? Why?

_____

_____

_____

_____

At what points of the process were there problems? Why?

_____

_____

_____

_____

What changes should be incorporated into the process next time? What recommendations do we have for others who are trying to direct a similar effort?

_____

_____

_____

_____

Appendix A

Questions for Group Discussion

Following is a list of questions that can be used to stimulate discussion on the educational problems that are facing your community.

What is the nature of the educational problems in the community?

1. How well do students achieve in school?
2. What are students' attitudes toward school? Do they have feelings of control, or powerlessness? Do they possess self-esteem as students?
3. Do students take pride in their school? What about the physical state of the campus ? Are large amounts of litter and graffiti present? Are students involved in extracurricular activities?
4. Is attendance a problem?
5. What proportion of students drop out? Where do they go? What happens to them?
6. Why do students drop out? Do factors include poor achievement, learning problems, parenthood, economic problems, peer pressure, feelings of powerlessness, or lack of incentives?
7. What proportion of students take the SAT? How do their scores compare with those of students in other communities?
8. What proportion of graduating high school students go on to four-year colleges or universities? Community colleges? Technical vocational schools?
9. What proportion of high school graduates are employed? How well-prepared are they, according to their employers?
10. How is the school rated in the community (very good, good, poor, very poor)?
11. Is the curriculum relevant to students' needs? Does it adequately prepare students for the rigors of college or of the work place?
12. How well-qualified and skilled are teachers and administrators?
13. Are tutoring services provided at school or in the community?
14. Are tension and dissention apparent at the school? Between the school and the community?
15. How involved are parents in their children's schooling? Are they supportive, alienated, neutral?
16. Is there evidence of tracking?
17. Is disproportionateness a recognized problem?
18. Are remedial classes held in a stimulating learning environment or in dead-end holding stations?

What is the status of the family support system in the community?

1. Are there many single-parent families?
2. Are there many extended family groups?
3. Is there much evidence of child abuse?
4. Is child care a problem?
5. Is respect for the family evident? Can parents control their children?

What is the character of the neighborhood?

1. What is the ethnic and socio-economic composition of the neighborhood? Is it changing?
2. Is this community in transition?
3. What is the typical educational level of parents in the community? What is their functional skill level?
4. What proportion of community members is homeless?
5. Is there a great amount of graffiti in the neighborhood?
6. Is there an inordinate number of liquor stores in the neighborhood?

What is the nature of the economic problems in the community?

1. What proportion of community members is unemployed? Why?
2. Are businesses coming to or leaving the community?
3. What problems are hindering local businesses most?

What is the status of health and nutrition in the community?

1. Is a well-rounded breakfast provided for students at home?
2. How prevalent is the use of fast foods?
3. Is there emphasis placed on proper nutrition in the schools and in the community?
4. What roles are played by the home economics classes in the overall health of students.
5. Are nutritionally sound meals offered in the school cafeterias?
6. Do TV and other media offer programming and reports that focus on the health of students?
7. Are doctors and dentists doing their share to promote overall health care?

8. Are certain days in the school year and on the community calendar devoted to promoting dental care?

9. Do schools and community agencies have printed materials dealing with disease detection and prevention?

10. Is the entire community involved in sharing information on AIDS?

11. Have schools and the community sought to promote the advantages of good health through health fairs and other events?

What is the nature of the crime problem in the community?

1. Is the neighborhood safe and secure? If not, are certain areas the source of most problems?

2. What is the crime rate? Is it rising, falling, or remaining about the same?

3. Who is committing crimes? Why?

4. What are the most prevalent crimes?

5. What is the status of gang activity? Are problems just beginning, deeply entrenched, escalating in intensity and violence, or diminishing?

What is the nature and quality of resources to be found within and without the community?

1. Are there monetary resources readily available? From what sources?

2. Are there buildings or spaces within buildings available for after-school activities?

3. Are fraternities, sororities and other civic organizations willing and able to share their resources?

4. Are political leaders (mayors, city councilmen, congressmen, senators, and assembly leaders) ready to share leadership, provide financing, and lend personnel?

5. Are there active school organizations (PTA, booster clubs, and advisory committees) through which efforts could be channeled?

6. Are parents involved sufficiently to offer assistance wherever their expertise is needed?

7. Will the Department of Transportation transport youngsters to activity centers for no charge or a nominal sum?

8. Are churches willing to offer counseling services, personnel assistance, and unused space in their facilities?

9. Is the Urban League committed to providing job training based on needs?

10. Are colleges and universities willing to provide tutoring services and to open their libraries on given days for use by selected students?

11. Is there a cadre of students who could and would team up with community leaders to address some of the problems?

12. Are the educational facilities in the community conducive to the promotion of both academic and non-academic programs?

13. Is there an active volunteer group at work in any section of the community? If necessary, could their interests be rechanneled?

14. Are resources available and personnel adequately trained to initiate recognition ceremonies and scholarship programs?

15. Are corporations and other agencies willing to adopt a school and supply additional assistance?

What action strategies are proposed to cope with some of the problems facing the school and community?

1. Have you solicited and obtained cooperative help from the social and civic agencies within and without the community?

2. Have you sought monetary support from the larger community including corporations and businesses?

3. Have you made plans to utilize the assistance of former students who have met with success?

4. Have you worked with the churches in the community, asking them to provide counseling services?

5. Have you met with success in keeping the school grounds open year round?

6. Are community agencies assisting your effort by offering job training programs?

7. Have you sought and received additional books for school libraries?

8. Have the schools committed themselves to hiring only the teachers who are best qualified for the community?

9. Have the schools agreed to longer tenure for successful teachers and administrators in community areas that are plagued with many problems?

10. Have the schools committed themselves to developing alternative methods of discipline?

11. Have the schools developed a curriculum that is more relevant for the time and the area?

12. Have you met with success in getting businesses to bring appropriate jobs into the community?

Appendix B

Resources and their Roles

Following is a list of individuals and organizations that you may wish to enlist for the implementation of your plan for action. As you develop your resource base, suggest broader and more meaningful utilization of the resources that are available within your community and seek resources that are currently untapped.

Public Schools

Work with school districts, school boards and administrators, encouraging them to:

1. Revamp the curriculum to coincide with job market needs.
2. Seek and retain well-qualified and highly sensitive teachers.
3. Work toward a reasonable balance of ethnic and racial teachers with, where possible, a good proportion of male teachers.
4. Select administrators with records of leadership, dedication, and academic competence.
5. Develop collaborations and coalitions to address problems from the perspective of funding and the perspective of personnel.
6. Reduce the number of suspensions.
7. Promote conflict resolution through mediation.
8. Provide job opportunity seminars.
9. Organize school government councils.
10. Lower class size for certain subject areas such as math, science, and written language.
11. Organize job fairs.
12. Give wide news coverage of positive happenings at school.
13. Establish honor groups.
14. Provide opportunity and encouragement for greater parent participation.
15. Conduct science fairs.
16. Provide, through organizations, money to assist in crisis situations for books, clothing, and food.
17. Provide partially free breakfasts and lunches when the need is evident.
18. Provide funds to cover emergency bus fares.

19. Provide on-the-site jobs with nominal pay that are prestigious enough to give students a feeling of self-worth.

20. Increase number and variety of books in the school library.

21. Urge students to get library cards and use public libraries.

22. Develop a lending library with nearby colleges and universities.

23. Give awards for the number and quality of books read each semester over and above normal book list.

24. Offer monetary awards and other types of recognition for service to the community.

25. Develop a school beautiful program.

26. Open school gates year round.

27. Provide playground supervision 1:00 to 7:00 p.m. daily.

Colleges and Universities

Work with colleges and universities, asking them to:

1. Open their library facilities to public school students two days a week.

2. Offer graduate students the opportunity to tutor youngsters and grant them community involvement credit.

3. Conduct summer school classes to help students successfully complete the transition from high school to a university.

4. Provide tutoring for all classes for students in all grades

5. Organize dialogue sessions between college and high school students for motivation purposes.

6. Encourage college students to capitalize on opportunities to serve as role models.

7. Organize parent days at the schools; give parents information on special programs that are offered.

Health Agencies

Work with health officers and agency representatives, asking them to:

1. Establish health fairs.

2. Purchase books on health care for the library.

3. Provide more clinics that address health problems.

4. Make use of unused portions of their buildings for conducting classes to disseminate information on current health problems such as drug dependency and AIDS.

5. Offer consultation services to students one or two days per month.

Corporations

Work with corporations, suggesting that they:

1. Make grants for special programs in school districts.

2. Permit members of their staff to participate in teacher orientation and training.

3. Offer special in-service training for teachers during summer.

4. Allow computer classes to be held in their facilities.

5. Offer current and updated equipment for use in special classrooms.

6. Share, on a continual basis, specific requirements for leadership positions in their corporation.

7. Permit members of their staff to teach math and computer classes for a quarter or a semester each year.

8. Feature a school each month in their newsletters and report positive events.

9. Salute a student achiever each semester or each year.

10. Visit a school each semester and talk to students about job requirements and salaries in their companies.

11. Offer summer job opportunities that give students a chance to work alongside persons in their agencies.

Teachers

Work with teachers, both retired and active, asking them to:

1. Offer tutoring services.

2. Assist in the development and application of study skills.

3. Donate current magazines and periodicals for classroom and library use.

4. Serve as role models.

5. Teach after-school classes.

6. Assist with the recruitment and retention of qualified teachers who have multicultural backgrounds.

7. Develop classes to help potential teachers pass the state certification test.

8. Lobby for school support in city councils and in state capitols

Local, State and National Organizations

Work with local, state, and national agencies, encouraging them to:

1. Inform the community of resources that are available and not widely used.

2. Budget heavily for job training and job procurement.

3. Plan library attendance days in recognition of outstanding individuals and historical events.

4. Organize trips to various work places.

5. Contact corporations regarding adoption of certain schools.

6. Provide counseling services for parents and students.

7. Maintain a close working relationship with schools.

8. Provide Saturday and after-school events for students.

9. Close each school year with an achievement day that recognizes, among others, those with outstanding attendance records.

10. Sponsor career days and bring in outstanding role models who represent students who stayed in school and achieved.

11. Share the seriousness of the problem with the community on a continual basis.

12. Provide the community with information about funds that may be available and new jobs that may be opening.

Members of the Medical Profession

Work with doctors, dentists, nurses, and dental and medical organizations, asking them to:

1. Provide free medical and dental services for those who otherwise would be denied.

2. Offer visits to dental agencies and hospitals that would encourage students to stay in school and consider careers in health professions.

3. Provide financial help to assist with field trips.

4. Make presentations at the school on dental hygiene and medical care.

Community Leaders

Work with community leaders, asking them to:

1. Provide positive role models for students and community members.

2. Organize volunteer programs that will address specific needs.

3. Encourage the transportation department to provide cheaper bus fares on certain days and at certain times of day in selected localities.

4. Develop classes for parents that include techniques for counseling, decisionmaking, and problem solving, and also for offering incentives for students to stay in school.

Parents

Work with parents, suggesting that they:

1. Encourage their children to attend school.

2. Provide a place and time for their children to study.

3. Praise their children for effort.

4. Visit schools, asking questions in order to better understand school requirements and procedures.

5. Purchase books for their children as gifts and for the school library.

6. Prepare adequate and well-balanced meals.

7. Select educational TV programs and discuss the content of programs with their children.

8. Seek medical and dental help for their children.

9. Be positive role models.